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ABSTRACT

Since 1971 the status of Mexican American education hasn't changed significantly in three important areas: students, curriculum, and educational finance and resources. Mexican American students are underrepresented at all academic levels, especially higher levels, and in advanced science and math courses. Educational efforts begun in the 1960s have been insufficient to make a noticeable impact on those Mexican American children currently between the ages of 9 and 17, who probably will not excel in technological areas. To prevent further loss of talent, intervention is essential. Bilingual education as part of the elementary core curriculum and stiffer bilingual teacher certification requirements can help. However, three increasingly popular attitudes (the "Proposition 13" attitude, the "back to the basics" attitude, and the "testing and tracking" attitude) have the potential to adversely affect Mexican American education. Proponents of these movements advocate limiting curricula to basic skills, tracking underachievers for remediation, and curtailing increases in educational funds and resources. Discrepancies in local funding, resulting from both parental and administrative attitudes, currently cause discrepancies in educational quality. If high-level Mexican American educational administrators begin to exercise their authority and public opinion of Mexico becomes more positive, the quality of Mexican American education may improve. (SB)

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THE EDUCATION OF THE MEXICAN AMERICAN--A CONTINUING ASPIRATION

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In the past fifteen years hopes were raised in the minds of some Mexican Americans that through Affirmative Action/Equal Employment Opportunity efforts, political conscience-raising activities, cultural awareness promotion, ethnic identification inducements and Bilingual Education, the socio-economic, political and educational level of the Mexican American would be raised to a sufficiently significant level to be evident. At this point in time, it appears that insofar as the improvement of the education of the Mexican American is concerned, at least as can be measured by the means currently available, it is only a continuing goal, a continuing aspiration.

The Commission on Civil Rights Reports dating to 1971, traced the education of HIspanic students over a period of years. The words characterizing the conditions found are "neglect,exclusion, rejection and failure." Some ten years since the first report, what has changed to ameliorate, to assuage these emaciating conditions? The conclusion can only be that it appears to have been very little. But can the "little bespeak of the big" as the morning bespeaks of the day? One can only hope.

To evaluate such a claim, one must examine the present status of the education of the Mexican American. To do so, at least three areas--the students themselves, the curriculum and the funding or resources can be examined. It is the purpose of this paper to examine each of the three areas, although they overlap by nature, to evaluate the progress made in each and make inferences as to the future, if possible.

Address delivered to the Texas Association for Bilingual Education, Spring 1979, Houston, Texas, Annual Conference

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Students

The first factor to be considered is the student. Is he enrolled in school? If so, where, for how long, and with what success? The United States Bureau of the Census gives us the following pieces of information: a large concentration of Mexican Americans exists in five southwestern states, where a higher birth rate than the national birth rate is recorded; a high percent of the population in these states is undereducated in relation to the national average, and the reduced education is demonstrated, generally, through a self-recognized difficulty with English. A majority of the Mexican American population continues to live in a poverty or near-poverty socio-economic status. The following details give more detail.

The total population of the United States on January 1, 1978 was approximately 217.7 million, an increase of 1.7 million or 0.8% over 1977. The birthrate was up slightly in 1977 over 1976 by 0.6 per 1000 population. In 1977, there were 6.4 million fewer children under 14 years than in 1970 because of a declining birth rate; however, 40% of the population growth in the U.S. since 1970 occured in California, Florida and Texas.[1] In other words, the population growth of the U.S. appears to be concentrated in states having the largest concentrations of the persons of Spanish origin.

In the Spring of 1976, 11.2 million persons of Spanish origin lived in the United States while about 7 million (63%) lived in the 5 southwestern states of Arizona, California, Colorado, New Mexico and Texas, with California having the largest group of approximately 3.3 million, followed by Texas with 2.6 million and New York with 1.4 million. Of these 12% were under 5 years and 44% under 18 years. Of the Spanish Origin population 18 years and over, those in Texas and Illinois had a substantially higher proportion with less than 5 years of school completed (with 20%) than did

either Colorado or Florida, (with 6%).[2]

Where do these children attend school? In attending school, what success is achieved? The following details give us this information. In 1977, 18% of the Spanish Origin population over 25 years old of the U.S. completed less than 5 years of school, while 23.3% of Mexican origin had completed less than 5 years of school. Of the total Spanish Origin population 39.6% had completed 4 years of high school, while only 33.6% of the Mexican Origin population had completed 4 years of high school or more. The Mexican Origin population had completed less schooling than any other group with the exception of the Puerto Rican group.[3]

The total percent population of the U.S. completing less than 5 years of school, 25 years and over in March 1978 was 3.6%. The total Spanish Origin population was 17.2%, while the Mexican origin population was 23.1%

The percent of persons who completed 4 years of high school or more, who are 25 years and over, for the total population was 65.9% for the total Spanish Origin, 40.8% and for the Mexican 34.3%. Of those having completed 4 years of college or more, over 25 years and more, for the total population, 15.7% for total Spanish Origin, 7.1% and for the Mexican, 4.3%.[4]

In 1976 90% of the population in the U.S. had no second language. Of those reporting a second language, English or Spanish was the second language. Spanish is the second most widely used language in the U.S., being reported as the usual household language in 1½ million households. Those households contain 4.8 million people 4 years old and over. Of 8 million persons 4 years and over for whom English was not reported as the usual language, about 5 million or 60% reported difficulty in speaking or understanding English. Difficulty with English was reported by 54% of 4 million persons whose usual language was Spanish. Of the persons in the

6-17 age range reporting as their usual language one other than English, 600,000 or 4.5% reported difficulty with English.[5]

This information is sketchy at best in terms of evaluating the success of the educational enterprise relative to the Mexican American. Because of a continuous influx of new arrivals there is no way to estimate where the immigrants went to school during their early years or for how long.

The statistics relative to the present generation of adults are disheartening as well. Will the picture be changed in the near future? The National Center for Education gives us a partial answer through the National Assessment of Educational Progress (NAEP) effort. It appears that Hispanos will not be the scientists of the future either. The NAEP Newsletter informs us:

> If NAEP had a crystal ball, chances are it would show America's future scientists as: white, male and from advantaged-urban communities.
>
> This prediction is based on findings from National Assessment's third science survey in which 9-, 13- and 17-year-old students from these groups all perform above national science achievement for their respective ages.
>
> Conversely, those students who appear least likely to be part of the 21st century's scientific community are blacks and Hispanos, females and residents of disadvantaged-urban areas. Generally, youths in these groups perform below national levels in science at all three ages.
>
> While males generally are above the national average, males in the Southeast, black males and males whose parents have not graduated from high school all perform below national levels.[6]

Furthermore, it appears that 9- and 13-year-old blacks living in disadvantaged-urban areas achieved near or above the overall performance of their contemporaries nationwide.

NAEP findings support data from other student achievement studies showing that various measures of socio-economic status are highly related to

performance.

For example:

> Thirteen-year-olds whose parents have post-high school education perform at the same level as 17-year-olds whose parents did not graduate form high school.
>
> Thirteen-year-olds in advantaged-urban communities outperform 17-year-olds in disadvantaged-urban communities.[7]

In the science assessment, students whose parents have a post-high school education, who have at least four types of reading material in the home or who live in urban areas with high proportions of professional or managerial residents achieve well above the national level. Conversely, students whose parents have not graduated from high school, who have fewer than three types of reading matter in the home or who live in urban communities where a high percentage of residents are on welfare or are not regularly employed, all perform well below the national average.

Putting this information in perspective with the information relative to the undereducation of the Mexican American as reported by the Bureau of the Census coupled with the socio-economic status related to lack of employment opportunities, one can infer that in the near future, Mexican American students will not excell in the technological areas and therefore not participate fully in employment opportunities related to technological competencies.

Data from the NAEP report corresponds to my own personal observations in public school classrooms in advanced mathematics and science classrooms. I have noted that in such classrooms, there is a marked underrepresentation of Mexican Americans. This has been the case for approximately twenty years in several school districts through the State. I have also noted that there is an underrepresentation of Mexican American students in advanced

courses in other areas such as literature, advanced foreign languages, except Spanish, and the social sciences. There appears to be an overrepresentation in Business courses, Art, Spanish, and the lower-level remedial courses. It is no wonder that Chicano 17-year-olds in urban, disadvantaged neighborhoods cannot score equally with Anglo 13-year-olds from urban, advantaged groups. It is very possible that an advantaged 13-year-old can be enrolled in a course covering mathematics concepts that a 17-year-old Chicano is attempting to master after having attempted to pass several remedial courses such as general math, remedial math, consumer math and pre-algebra.

Time on task research indicates that increased time on a task correlates positively with increased achievement. Studies related to the identification of factors associated with female's low scores on mathematics aptitude and achievement tests indicate that one conspicuous element is the number of mathematics courses a person completes--the higher the number of courses completed the higher the achievement.[8 & 9] It would seem logical to infer that this factor could also be a contributing influence in the lack of science and mathematics achievement by Chicano youth--they are not enrolled in the advanced courses that give them the necessary background to proceed to more difficult work. I firmly believe that this is the situation in technological subjects as well as the social sciences and the arts. Our Chicano youth are not in school long enough, nor in appropriate courses for successful academic achievement.

The Chicano is also underrepresented in College and University enrollment. The Bureau of the Census data indicates that the Mexican American completes a college degree four times less than that of the total population.[4] For want of degrees in higher education, opportunities for more significant gainful employment are missed, families grow and develop in less advantaged

communities, and children do not have the opportunities to profit from instruction in the prevailing educational settings. Furthermore, of the students currently enrolled in colleges and universities, there is an overrepresentation of minorities and women in Education and the Social Sciences and an underrepresentation in the Technical Sciences.[10]

One additional observation along these lines is important to this report. Examination of the sorting patterns of young men into various occupations and professions leads one to support that early academic successes for Chicano youth is of paramount importance.

Data from the National Longitudinal Survey of the Labor Force Experience of Young Men were used to examine employment among men aged 16 to 28 in different levels and fields of work. It appears that the sorting of men with different socio-economic backgrounds into different occupational groups begins in the early twenties, continues to differentiate by education; it stabilizes by the mid-twenties and is largely complete by the late twenties. Academic Achievement, IQ and years of education, is the major dimension by which men are sorted to jobs, but socio-economic background also helps to distinguish among men in different fields as well as fields of work.[11]

The previous description of the demographic characteristics and school attendance patterns of the Mexican American compared with other ethnic populations in the U.S. leads one to arrive at the following conclusions:

1. The Mexican American student at academic levels is underrepresented, but increasing so as the level of education rises.
2. Efforts of the past twenty years have not been sufficient for their impact to be felt, if there is any, in the present generation of children within the ages of 9-17.

3. It is imperative that intervention steps be taken at all levels to prevent further loss of talent.

What are some efforts that can be mounted to prevent this loss? Two relevant areas will be examined in this regard.

The Curriculum

Several factors in school curricula are particularly relevant to the education of the Mexican American. Bilingual Education, will be addressed as well as implications of perspectives that can best be described as the "Proposition 13" attitude, the "Back to the Basics" attitude, and the "T&T" attitude.

Bilingual Education has been under attack since its inception some twenty-five to thirty years ago. The latest attacks against the one aspect of education that clearly addresses the need of a linguistically different minority appear in such prestigious magazines as Newsweek,[12] daily to city newspapers such as the El Paso Harold Post[13] quoting the now infamous AIR study.[14] This study sought to show the effects of Bilingual Education on the academic achievement of Mexican American children in the Southwest. While many critics of the study decry it as a prime example of extremely poor research method and style, others have accepted it eagerly for its negative conclusions. The study claimed that Bilingual Education has either no effect on positive academic achievement or that there is a loss of achievement in children who initially learn to read in Spanish.

There is, however, evidence that some attitudes toward the usefulness of Bilingual Education may have changed in a positive direction. On the one hand we have individuals and groups opposed to Bilingual Education lobbying for its demise, and on the other we have state groups and representatives

implementing decisions that will prolong and enhance its life. For example, the State Board of Education has terminated the "Thirty-hour Institutes" for endorsing bilingual education teachers in Texas. These institutes have consisted of thirty clock hours of college-level work in methology, cultural awarness, sociological and linguistic aspects of Bilingual Education. In addition teachers have had to pass a locally constructed test of spoken Spanish that could possibly be passed by a monolingual by attending a 100 hour course in Spanish. Of course, these procedures for certifying teachers are considered ridiculous by anyone familiar with the requirements for certifying any teacher. No other area for certification has had as low requirement as this. In the future, however, Texas teachers will be endorsed in a 12-15 semester hour college-level program in addition to passing a standardized test constructed and tested for reliability and validity by the Educational Testing Service. Future Bilingual Teachers will be certified in a 24-semester hour program based on a baccalaureate degree. This change came about through action of the State Board of Education possibly influenced by advocates of Colleges of Teacher Education that were being undercut in this procedure. It is hoped that as additional changes in these certification requirements are programmed, further progress will be made to address appropriate, yet realistic, standards.

A second set of factors influencing the education of the Mexican American is a trilogy of attitudes. One, termed the "Proposition 13" attitude is demonstrated by citizens opposed to increasing state and federal taxes. This attitude, nourished by escalating inflation, rising unemployment and loss of confidence in public servants, leads voters to deny funds for enterprises that increase the cost of schooling, in addition to other public services. This retrenchment is done without regard to lost benefits, nor

regard to those affected.

Let us note one example taken from the latest research in Class Size. It is a remarkable report in that the results could have been predicted, but could be relied on only after a statistical analysis of conclusions of educational researchers indoctrinated in methods of scientific investigations had been reached. Using 'meta-analysis,' a method for statistically integrating data across many studies, Gene Glass and Mary Lee Smith discovered important student achievement gains when class size is reduced to 15 or below. Leonard Cahen and Nikola Filby are now involved in field studies to identify causes of these gains and report the following.

"On the average, student achievement increases as class size is reduced, and the advantage rises sharply for a class of 15 and below. Reductions in size of from, say, 28 to 25, are projected to make only a small difference in average achievement."[15] There are a number of factors interacting with a reduced class size, such as quality of instruction and differentiation of teaching methods, that should be thoroughly investigated before conclusive evidence is obtained. Preliminary results, nonetheless, give rise to optimism to the possibilities of successfully attacking the problem of low achievement in the near future.

What are the implications of this research vis-a-vis the underachievement of the Mexican American student and the attitude of reducing educational costs? Will individuals willingly tax themselves in these difficult times to provide smaller classes for minority students to achieve at a higher level?

In another direction, will tax-payers continue to provide monies for schools to teach the Fine Arts, the so-called "frills" such as character education, values clarification, cultural awareness, etc. It is important

that our students have opportunities to develop advanced skills in the arts and humanities as well as in the technological sciences. The proposition 13 attitude may well be an insurmountable obstacle in the implementation of approaches that could effectively reverse the results of underachievement of Mexican American students.

The second perspective of the trilogy to be examined is the attitude of "Back to the Basics." This posture developed as achievement and College entrance test scores declined sharply in the late 1960's. Alarmed parents and educators attempted to identify sources of the decline. Some, like Herbert Smith of Colorado State University, claim that decisions based on politics and egalitarian pressures on schools have caused deterioration of educational standards. Smith told participants of a workshop at the annual meeting of the American Association for the Advancement of Science in Houston that administrators are forced to bow to wishes of "...militant parent groups,... minority pressure groups and other pressure groups, including students, in an effort to keep the schools running at all."[16] The solution to this problem, Smith and other proponents of the movement claim is emphasis on academic achievement through admissions standards, tracking and grouping in classes and hiring practices.

Some proponents of the Back to the Basics perspective translate the effort to mean an emphasis on basic skills in reading and arithmetic. Further interpretation reduces the curriculum to low level memory, recognition and recall tasks that are easily identified and evaluated. Time devoted to the basic skills is out of proportion to time devoted to other subjects such as the arts, the humanities, the social sciences and in extreme cases the technological sciences.

Accompanying the moods of Proposition 13 and Back to the Basics

movements, we have the T&T attitude. This stance emphasizes testing and tracking. Testing is essential in the determination of the achievement of the basic skills. Tracking and grouping is a logical outcome of testing since students who have not achieved a particular skill are easily identified and grouped for remediation. Chronic underachievers are eventually placed in appropriate tracks such as college-bound, non-college bound, etc.

The T&T perspective argues that standardized achievement tests "remain a key component in any adequate learning information system."[17] The proponents of this posture claim that test results have the virtue of accuracy, objectivity and comparability. They are not fallible, precise instruments. They do not describe the whole person nor compensate for developmental differences brought about through different learning opportunities.

One of the negative side effects of the use of standardized tests is the potential for inappropriate or potentially dangerous usage that tests developers cannot control. For example, standardized tests can be used in a normative way through the school year to provide one piece of information if a teacher or school system adopts the concept of Mastery Learning. In this approach, timely re-teaching can occur with no loss of self-respect to the student.

On the other hand, standardized testing used at the end of a school year can only be used as summative evaluation to identify students who need remediation. The remediation efforts usually result in grouping and eventually to tracking. Such efforts are usually ineffective due to cummulative effects of decreasing levels of skills, misunderstanding and gaps in the cognitive structure of the student. This prevalent use of testing, in my opinion, is highly inappropriate. Other methods for assessing student achievement such as teacher and parent evaluation, student reports, as well as locally constructed and standardized tests can be used to evaluate

Chicano students' performance.

The message from Mexican American educators to consumers and developers of standardized tests must be unequivocal in relation to our desire for excellence in our students' performance. What is not desirable is the use of tests or other devices to prematurely and arbitrarily assign students to a "track" that will preclude subsequent choices for future academic development. Furthermore, testing must be done with the purpose of assisting students to identify weaknesses to be addressed in ensuing instruction.

At this point it might be wise to pause to ask if the present state of education of the Mexican American is all we can hope for given the existing circumstances. Do we have an example of a situation that takes into account the socioeconomic level of the Mexican American, his persistent alienation from the English language, and his cultural outlook that at times makes him a stranger in the classroom, and could yet provide an opportunity for him to achieve and even excell? I cannot identify one, but I believe that if a group of people had the foresight, the conviction and courage to perform an experiment, an example could be designed for emulation. The experiment could be fashioned after the Kenwood Academy in Chicago's south side. The Kenwood Academy is a public school of approximately 1900 students from diverse socioeconomic backgrounds. They are children of the unemployed, the blue-collar and white-collar workers, including professors at the University of Chicago. It is primarily a minority school having 69 percent Black, 8 percent Hispanic, Asian-American, American Indian or other minorities. An important distinction that Kenwood has achieved is the proportion of its minority students who participate in Advanced Placement courses. Courses ranging from American History to German Literature, chemistry and physics are offered. Approximately 85 percent of Kenwood's students go to college, many of them placing

in advanced college courses. In this school the Advanced Placement classes are smaller but all teachers work to the success of the program. The school's philosophy is "We all excell together."

An important and significant contribution to the education of the Mexican American would be achieved if we could engage in the design and implementation of such an educational enterprise. A school enrolling over 50% Chicanos can easily be found in Texas. One that achieved 85% student enrollment in College, with a majority of them receiving advanced placement in college-level courses is not an aspiration but a dream. I believe, however, that such a school could be a reality.

What conclusions can be drawn from the observations made above?

1. Bilingual Education will become a part of the instructional core in elementary education within the next ten years.
2. As results of research on effective teaching become available to teachers they will be implemented in classrooms for the benefit of Mexican American students.
3. The rate and extent of implementation of positive innovations will depend on the cost.
4. Cost of schooling, for Mexican Americans in particular, will rise forcing radical reconstruction of programs, redefinition of uses of time and space resources, as well as professional personnel resources.

School Finance

The third aspect of the educational enterprise to be examined in this paper is that of the financing of public schools. The point was made in the U.S. Commission on Civil Rights Report No. 4[18] and in the Rodriguez v. San Antonio case[19] that inequities have existed in the methods used for

allocating State monies to public schools. Efforts have been mounted in Texas after the Lau v. Nichols[20] case came before the Supreme Court to equalize the educational opportunities for children and to improve the quality of educational programs. During the last four years the Texas Legislature increased state aid for education from $1.4 billion to $2.3 billion or approximately $900 million increase.

> The National Council of State Legislatures (NCSL) and the Education Commission of the States (ESC), contracted by the Legislative Commission on School Finance to research these issues, reported their findings that although the State has succeeded in upgrading or 'raising the floor' of its basic program, all other aspects of the state funding situation remained relatively unchanged.[21]

ESC found that although state aid increased, local maintenance tax revenues also increased through a dramatic rise in taxes by school districts for capital outlay or school construction. Most of these monies went to acquire personnel such as aides, clerical staff, administrators and a few classroom teachers. Even though added funds were spent ESC and NCSL reported the State had fallen behind in achieving both spending and taxpayer equity. The great differences in amounts spent per pupil remain. According to NCSL the system was more unequal in 1978 than 1975. Furthermore,

> ...advocates of spending equalization were not surprised by these latest findings, for they recognized that during this period, equalization aid accounted for less than 30% of the increased state aid to school systems. ...other types of aid increases such as higher per capita allocations and reduced local fund assignments were <u>disequalizing</u> and diluted the impact that the equalization aid program could have had.[21]

In my personal observations of public school classrooms and programs throughout the State, discrepancies in the allocation of instructional resources have been noted. For example, in schools having a high proportion of Mexican American students, high school mathematics departments do not have esoteric equipment such as programmable, table-top computers that

exist in large number and varieties in schools having a majority of Anglo students. The reason given for this difference is the small number of students, if any, enrolled in advanced mathematics courses. Some of these courses, however, are offered at the next level beyond a basic algebra course and could easily be provided Mexican Americans. Another reason given, is that there are no trained teachers in those particular schools qualified to present those courses. This is just one example of discrepancies that continue to exist in this area and others.

These discrepancies come about through the use of local funds to supply costly items in particular schools, especially in wealthy districts. Special equipment is expected and even demanded in middle class schools through parent intervention. Since minority parents are not fully aware of the importance, existence or availability of such instructional aids, they cannot request them. Additionally, neither administrators, counselors nor teachers believe that outreach to Mexican American students is a part of their role. Students need to be reached, counseled and convinced to enroll in the advanced, more difficult and demanding courses. This outreach goes beyond a career awareness approach. Students need to hear from those in authority that they have confidence in their ability to succeed. Many Mexican American students have reported to me that counselors have advised them to stay away from mathematics and science courses not needed for graduation to guarantee themselves a higher grade point average for admission into college. No one asks what the value of a high GPA is if the student does not have the minimum skills required to succeed in post secondary education.

Mention of minimum skills leads us back to the pressing issue of minimum standards and minimum skills. To my thinking "minimum standards" and "minimum skills" are two distinct concepts. Minimum standards denote performance

required to pass a gate such as entry into a track such as "college-bound," or high school graduation. Minimum skills, on the other hand, are skills required for successful performance of stated objectives such as a course of study, a program or a degree. The first assumes that some students will be "screened out" of a particular program while the latter assumes that information is needed to counsel, advise or prescribe instruction for a specific instructional goal.

Progress could be made in the education of the Mexican American if powerful efforts were mounted to identify skills required for students' success in higher education. Broad statements of areas of competency leading to a description of educational programs that prove more effective than the extant listing of courses now in excessive proliferation should be developed by educators who are sensitive to the problems and needs of Mexican American youth.

The reference to the U.S. Civil Rights Commission Report on school financing that "education is a function of wealth"[18] does not suggest that school financing is the only factor involved in quality of education. Evidence indicates that schools are many times more successful in assisting students of middle class socioeconomic status to achieve. Because a majority of Mexican American students continue to live at poverty or near-poverty levels, schooling will not be optimally effective for them. Educational research has yet to make a mammoth effort to identify effective strategies, materials, approaches to assist economically deprived children achieve. Bilingual Education is provided Mexican American children because it addresses their need to begin school in the language of the home, but not because it has been recognized as an effective strategy with economically

deprived children, per se. Bilingual Education can serve an extremely useful role in increasing achievement, but it cannot be relied on solely to respond to all the children's needs. We need to go beyond Bilingual Education to help the Mexican American child who is in poverty and deprived of early stimulus situations that promote cognitive growth that will subsequently respond to academic development. Schools must become responsive to these needs and promote a climate that will attend to the needs to promote achievement.

Summary

Three areas impinging on the education of the Mexican American have been explored. It is not evident from the conditions described that any significant progress has been achieved. Is the situation hopeless? I cannot believe that. I look for signs that may be positive even though data and information gleaned from various sources may say otherwise.

We have, for instance, Mexican American administrators in high education at the Chancellor, President, Vice President and Dean levels throughout the Southwest and in the State. These are only a few, but many more in comparison to when there were none. We have Mexican American district superintendents, principals, board members, Associate Commissioners of Education and Coordinating Board members where before there were zero. As these administrators begin to exercise their authroity, implement decisions derived, in part, from their particular perspectives, changes could possibly accelerate. Additionally, external forces such as the opportune discovery of oil in Mexico with its attendant changes in U.S. foreign policy toward Mexico, may engender sudden changes in public opinion to regard things Mexican with more positive attitudes.

It is entirely possible that within the next twenty-five years Texas will become a state whose population, in the majority, will consist of Mexican Americans and other ethnic minority groups. This possibility exists because of the high birth rate in the State and the continuing influx of new immigrants from Mexico. The changes in foreign policy could very well influence the laws governing immigration procedures and quotas.

If this population growth becomes a reality, the demographic data relative to students will change drastically. The curricula in schools will have to address the situation; Bilingual Education will become more prominent and prevalent and adjustments to the financing of schools will have to made. With these changes, new problems will emerge and new solutions will be sought. To me, the education of the Mexican American--the quality education of the Mexican American is still a thing of the future--an aspiration.

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